College Region Outcome Agreements

Summary of Progress and Ambitions report 2018

October 2018

HIGHLIGHTS

College Outcome Progress and Ambitions report - 2018/19

24.8%

The proportion of credits delivered to students enrolled in STEM courses in 16/17, **p. 3**

1,699,760

The amount of credits delivered by the college sector in 16/17, above target by 8401, **p. 4**

17.2%

The proportion of credits delivered to students from the 10% most deprived areas., up from 16.3% in 13/14, **p. 6**

42.9%

The increase in the number of care-experienced enrolments in 16/17, compared to the previous year, **p.10**

90.2%

The overall satisfaction rate of full-time students in the college sector in 16/17, **p. 19**

4510

The number of *senior phase age pupils (aged 15 - 18)* studying vocational qualifications, up from 2,101 in 13/14, **p. 21**

10%

The collective reduction in college sector's gross carbon footprint between 15/16 - 16/17, **p. 30**

£500k

Provided by the Scottish Government for SFC to set up the College Innovation Fund (CIF) to support innovation in the sector between business and academia, **p.32**

Scottish Funding Council
Promoting further and higher education

COLLEGE REGION OUTCOME AGREEMENTS

SUMMARY OF PROGRESS & AMBITIONS

The Scottish Funding Council (SFC) is incredibly proud of what our colleges do for hundreds of thousands of students each year. These institutions also play a key part in strengthening communities across Scotland as well as growing our economy.

SFC directs the Scottish Government's funding that enables colleges to deliver these positive outcomes. Our role is to optimise the potential of these local, regional and national assets so that they contribute fully and with purpose to Scotland's educational, social, cultural and economic life. By investing in our students and colleges SFC also plays an important part in delivering the key aims of *Scotland's economic/labour market strategies*[1][2] as well as *the programme for government*[3].

Throughout this report we identify examples of the great work our colleges do, and the impact it has. Working in partnership with colleges, universities and many others, SFC has made significant progress on: enhancing equality of access to education provision; developing the skills of young people; meeting the needs of employers; broadening and improving what is available to young people in the senior phase of school; opening up new routes to university; improving learner journeys and creating a sustainable and innovative college sector.

In their outcome agreements, Scotland's colleges have demonstrated what they will deliver, across 13 college regions, in return for the Scottish Government's investment, and detailed their contribution to delivering key Scottish Government priorities.

This report sets out what the college sector has achieved in recent years (primarily to 2016-17) and looks ahead at the commitments college regions have made in their 2018-19 outcome agreements. For 2018-19, colleges were asked to *intensify* their impact on learning, the economy and our national priorities[4]. The sector has responded to these increased expectations by demonstrating impressive levels of ambition within 2018-19 outcome agreements.

In addition to highlighting progress and ambitions at a sector level for *outcome agreement national measures*[5], where appropriate we have provided a breakdown for each college region for priority measures. Quantitative progress and ambitions in key policy areas such as *Foundation Apprenticeships* and *childcare expansion* are also

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[1] [Scotland's Economic Strategy](#)
[2] [Scotland's Labour Market Strategy](#)
[3] [A Nation with Ambition: The Government's Programme for Scotland 2017-18](#)
[4] [Letter of Guidance 2017-18](#)
[5] A list of the ten outcome agreement national measures (including five key priority national measures) is provided at Annex 1 of this report and full definitions are available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

outlined. We have referred to further analysis in our other publications where necessary. Case studies have been provided throughout highlighting good practice.

Key progress and successes

- The college sector has exceeded its activity targets in each year between 2005-06 and 2016-17.
- Overall, there is good representation in colleges from students from deprived postcodes and by disability, ethnicity and gender.
- All college regions currently deliver a disproportionately high level of activity to learners from their 10% most deprived postcode areas.
- The number of care experienced student enrolments increased by 42.9% in 2016-17 from the previous year.
- The college sector has evidenced a strong commitment to SFC's 10 year strategy for articulation and our ambition that by 2025-26 75% of students progressing from college to university do so with advanced standing.
- Despite a slight reduction in student success rates in 2016-17, there is a trend of improved success rates for students achieving recognised qualifications over recent years.
- The proportion of students satisfied with their college experience is very high.
- The vast majority of college leavers are in a positive destination six months after graduating.
- The number of senior phase age pupils studying vocational qualifications delivered by colleges more than doubled between 2013-14 and 2016-17.
- The number of Foundation Apprenticeship starts across college regions more than tripled between 2016-17 and 2017-18.
- Almost a quarter of college activity is now delivered to learners enrolled on STEM courses.
- Between 2015-16 and 2016-17 gross carbon footprint (tCO2e) reduced across the college sector by 10%.

Intensification of our ambitions for 2018-19

In 2018-19 we will develop and improve our use of outcome agreements to achieve our desired outcomes for learners, for skills development and ultimately for inclusive economic growth in Scotland[6]. An important element of this *intensification* is the development of more ambitious targets for key government and SFC priorities.

As can be seen throughout the report college regions have responded to these increased expectations by demonstrating impressive levels of ambition within their outcome agreements. The following examples highlight the response to the intensification agenda for 2018-19 across the college sector:

- We will increase the proportion of Credits delivered to those in the 10% most deprived postcode areas from 17.2% in 2016-17 to 18.2% in 2018-19.
- The proportion of activity delivered to care experienced learners will increase from 1.6% in 2016-17 to 1.9% in 2018-19.
- By the end of 2018-19, the proportion of learners articulating from college to university with advanced standing will reach 53.8% (4,789 learners).
- We will increase the percentage of full-time FE students successfully achieving a recognised qualification from 65.3% in 2016-17 to 68.7% in 2018-19. The success rates for full-time HE students will increase from 71.6% in 2016-17 to 74.3% in 2018-19.
- In 2018-19, the number of senior phase age pupils studying vocational qualifications delivered by colleges will increase to 6,969 from 4,150 in 2016-17.
- The number of Foundation Apprenticeship starts will increase from 1,245 in 2017-18 to 3,216 in 2018-19.
- Alongside the development of regional STEM hubs and regional STEM strategies, the proportion of Credits delivered to learners enrolled on STEM courses will increase from 24.8% in 2016-17 to 26.6% in 2018-19.
- To address the expansion in the Early Years workforce, the number of Credits delivered for HNC Childhood Practice and PDA Childhood Practice (Level 9) will more than double from 21,760 in 2016-17 to 50,655 in 2018-19.
- Between 2016-17 and 2018-19 gross carbon footprint (tCO2e) will reduce across the sector by more than 12%.

Through our new college quality arrangements, SFC will place a specific requirement for college regions to evidence in their annual *Evaluative Reports* and related *Enhancement Plans* progress on many of their intensification priorities as well as other outcome agreement priorities and targets.

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[6] Ministerial Correspondence on Outcome Agreements 2018-19

Access to learning

In their outcome agreements, colleges have committed to providing education that best meets the changing social and economic needs of their regions. Their approaches include: widening access; increasing vocational pathways in the senior phase; matching curriculum to regional skills needs and collaborating with local authorities, schools, universities and employers.

Overall volume of activity

The college sector has exceeded its *activity targets* in each year between 2005-06 and 2016-17[7]. We asked the sector to deliver 1,691,359 Credits in 2016-17 (excluding additional European Social Fund activity). Colleges actually delivered 1,699,760 Credits, exceeding the Credit target by 0.5 percentage points.

Figure 1 shows the progress college regions made towards activity targets in 2016-17.

Figure 1
Regional activity (Credits) delivered vs target, 2016-17

`OA measure 1 (a)`

Region *(or small specialist institution)*	Actual Credits delivered[8], 2016-17	Credits target, 2016-17	% against target, 2016-17
Aberdeen and Aberdeenshire	135,158	134,858	100.2%
Ayrshire	124,493	124,252	100.2%
Borders	24,540	24,521	100.1%
Dumfries & Galloway	30,337	30,067	100.9%
Dundee and Angus	103,402	103,232	100.2%
Edinburgh	184,978	184,028	100.5%
Fife	130,299	129,760	100.4%
Forth Valley	84,066	83,984	100.1%
Glasgow	371,687	368,574	100.8%
Highlands & Islands	112,377	110,968	101.3%
Lanarkshire	171,026	170,967	100%
West	159,047	159,025	100%
West Lothian	43,113	42,527	101.4%
Land-based (SRUC)	23,273	22,867	101.8%
Newbattle Abbey College	833	926	90%
Sabhal Mòr Ostaig	1,132	803	140.9%
SECTOR	**1,699,760**	**1,691,359**	**100.5%**

Source: Further Education Statistics (FES)

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[7] SFC provides grants to colleges who undertake to deliver a specified volume of activity measured in Credits (1 Credit is equivalent to 40 hours of learning). Enrolments, headcount, FTE targets and other measures of activity are reported in our College Statistics 2016-17 Publication.
[8] Excluding European Social Funding (ESF).

Patterns of demand vary and SFC is moving in manageable steps towards a *needs-based distribution of activity* so that college regions with the greatest demand receive more places. As in previous years, we will use a combination of our outcome agreement discussions and demographic modelling to inform this.

In 2015-16, we introduced a *simplified Credit-based system* to fund college activity. Therefore, this report presents college activity expressed in *Credits*. Further information on the new system is available in our newsletter *A Simplified Approach to College Funding*[9] *and in our Credits* Guidance[10].

The core student Credit target has increased for 2018-19. However, the mainstreaming of childcare activity and changes to European Social Fund allocations have resulted in a slight decrease to the overall activity target of around 1%. A breakdown of final funding allocations for colleges regions in AY 2018-19 is available on the SFC website[11].

European funding

Since 2010-11, SFC has managed the college sector's access to European Social Funding (ESF). For the last three years (2015-18), SFC has acted as lead partner in two ESF programmes. Firstly, the *Youth Employment Initiative* (YEI) which is focused on young people aged 16-29 not in employment, education or training (NEET) in south-west Scotland. Secondly, *Developing Scotland's Workforce* (DSW) which is focused on higher level skills to meet regional/national skills needs in growth sectors.

With YEI funding coming to an end, from 2018-19 and subject to final approval from the Scottish Government, SFC will continue to participate as lead partner in an extended phase of the DSW programme. We will be allocating additional funded activity on an annual basis to all college regions under the umbrella of DSW. SFC will continue to invest around £8 million each year for colleges that levers in an additional c£5.3 million of ESF match-funding each year.

As part of the annual outcome agreement process, colleges commit to deliver ESF activity in addition to their core SFC activity shown in Figure 1. ESF activity is allocated on the basis of SFC's demographic model (and other indicators such as historic performance against previous activity targets) and within the context of sector-wide activity targets. Planned course provision is agreed on the basis of college regional skills plans. Combining SFC and ESF match-funding, for the extended DSW programme, approximately 50,000 additional HE Credits (equivalent to around

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[9] A Simplified Approach to College Funding
[10] Credits Guidance 2018-19
[11] 2018-19 Outcome Agreement Final Funding Allocations

3,300 additional FTE student places) have been allocated across college regions in 2018-19[12].

Widening access

SFC is a lead partner in delivering the Scottish Government's ambition for colleges and universities to contribute to a more equal society through learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

The Post-16 Education (Scotland) Act 2013 sharpens the focus on meeting the needs of under-represented groups of learners, by placing statutory duties on regional colleges, regional strategic bodies and SFC to widen access. The Act also requires SFC to conduct reviews of widening access every three years. We published our first *Triennial Review*[13] of progress in August 2017. Overall, we concluded there is good representation in colleges from those from a deprived community and by disability, ethnicity and gender. A high proportion of students are also younger students under 25 years of age. However, evidence also suggests a need for earlier interventions and a deeper understanding of withdrawal rates.

Through outcome agreements, we expect colleges to make a full assessment of under-representation and need as well as outline commitments to improvements. This should be with a view to further improving access, participation and success among specific groups of learners, including those who are care experienced.

This section of the report outlines our progress in relation to:

- Growing provision for our most deprived communities.
- Encouraging greater equality, including reducing gender subject imbalances and improving opportunities for *care experienced students*.
- Improving progression to higher education and increasing the number of learners articulating with advanced standing.

Growing provision for our most deprived communities

Figure 2 shows that colleges continue to devote significant resources to meeting the needs of learners from the most deprived areas. The proportion of activity delivered to those in the 10% most deprived postcode areas increased from 16.3% in 2013-14 to 17.2% in 2016-17. Figure 3 highlights the sizeable variation across the college regions in terms of provision for the most deprived areas.
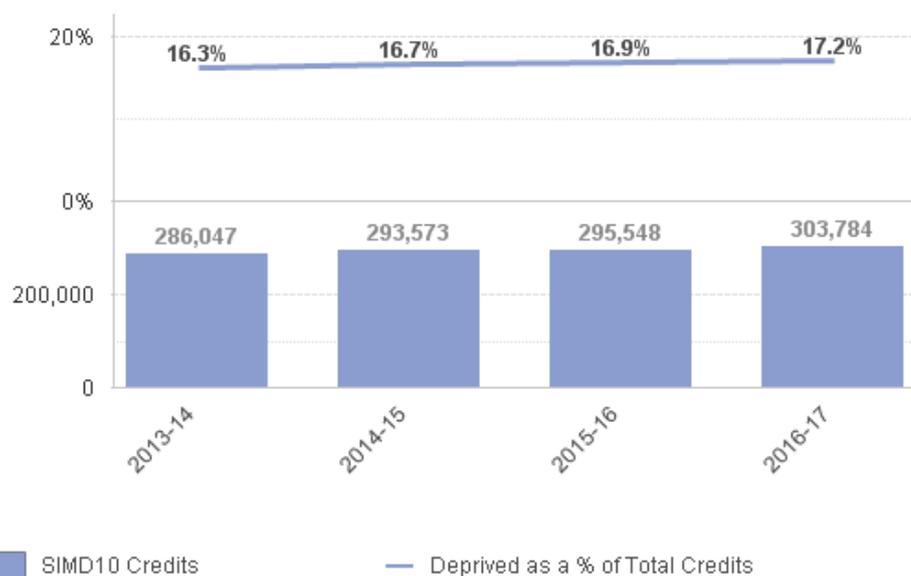
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[12] Excluding UHI colleges in the Highlands & Islands transitional region and SRUC, which are allocated ESF activity through university funding.
[13] Triennial Review on Widening Access.

Figure 2

National Measure 1(c)* - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas,

Source: Further Education Statistics (FES)

Figure 3

Proportion of Credits delivered to learners in the most deprived 10% postcode areas/proportion of population from the 10% most deprived postcode areas, by region

Region	Proportion of Credits delivered to those in the 10% most deprived postcode areas:			Proportion of population from the 10% most deprived postcode areas [14]	2018-19 OA Target
	2014-15	2015-16	2016-17		
Aberdeen and Aberdeenshire	4.7%	4.6%	5.2%	2.3%	7%
Ayrshire	20.3%	20.5%	21.5%	13.4%	22%
Borders	6.3%	6.6%	7.7%	2.9%	6%
Dumfries & Galloway	11.8%	12.2%	11.7%	5.1%	12.5%
Dundee and Angus	16.0%	15.9%	16.2%	11.8%	18%
Edinburgh	10.4%	10.4%	10.8%	5.6%	9.8%
Fife	8.1%	8.4%	8.6%	5.1%	13%
Forth Valley	10.4%	11.4%	10.5%	5.7%	11.5%
Glasgow	29.1%	29.2%	30.2%	28.0%	30.5%
Highlands & Islands	3.5%	3.2%	3.3%	1.7%	3.4%
Lanarkshire	18.6%	19.0%	18.9%	11.6%	19.2%
West	27.8%	27.6%	27.2%	15.9%	28%
West Lothian	4.8%	4.4%	5.5%	2.5%	6%
SECTOR AVERAGE	**16.7%**	**16.9%**	**17.2%**	**-**	**18.2%**

Source: Further Education Statistics (FES), National Records of Scotland (NRS) and 2018-19 Outcome Agreements

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[14] Figures based on NRS 2013 mid-year estimates.

The variation in college provision for deprived areas reflects the differences in size of the regional population from the 10% most deprived postcode areas. Some college regions have a very small proportion of the population from these areas, while others have higher levels of deprivation. However, all regions currently deliver a disproportionately high level of activity to learners from their 10% most deprived postcode areas.

Outcome agreements for 2018-19 demonstrate that colleges continue to be committed to meeting the needs of those in the 10% most deprived postcodes. In line with our national aspirations, the college sector will target 18.2% of learning activity to this group in 2018-19.

Dundee and Angus College recruits a substantial proportion of learners from the 10% most deprived postcode areas (accounting for 16.2% of their total activity in 2016-17). Outcomes for these students are particularly impressive. The successful outcome performance for full-time FE students from the 10% most deprived postcode areas in 2016-17 was 70.0%, substantially above the sector average for students from the 10% most deprived areas of 62.0%. It was also above the sector average for all full-time FE learners of 65.3%.

Greater equality

SFC's ambition is to make Scotland the best place in the world to learn, to educate, to research and to innovate. To be competitive in a globalised world, our economy must draw on the talents and ability of everyone in society. Equality is a necessary goal if we want a society in which everyone is treated fairly, regardless of difference, and given the opportunity to fulfil their potential in life.

In April 2017, we published our *Mainstreaming and Equality Outcome Report*[15] highlighting our progress over the period 2015-17 on how we mainstream equality and diversity, as well as setting out our priorities for 2017-21.

Figure 4 shows a broad balance for 2016-17, reflecting the Scottish population[16], of male (48.6%) and female (51.3%) learners in the college sector. However, this equal distribution at a national level obscures some significant imbalances at subject level. There are also gaps for other protected groups such as deprivation. Our *Gender Action Plan* addresses this point, and we discuss it in the next section.
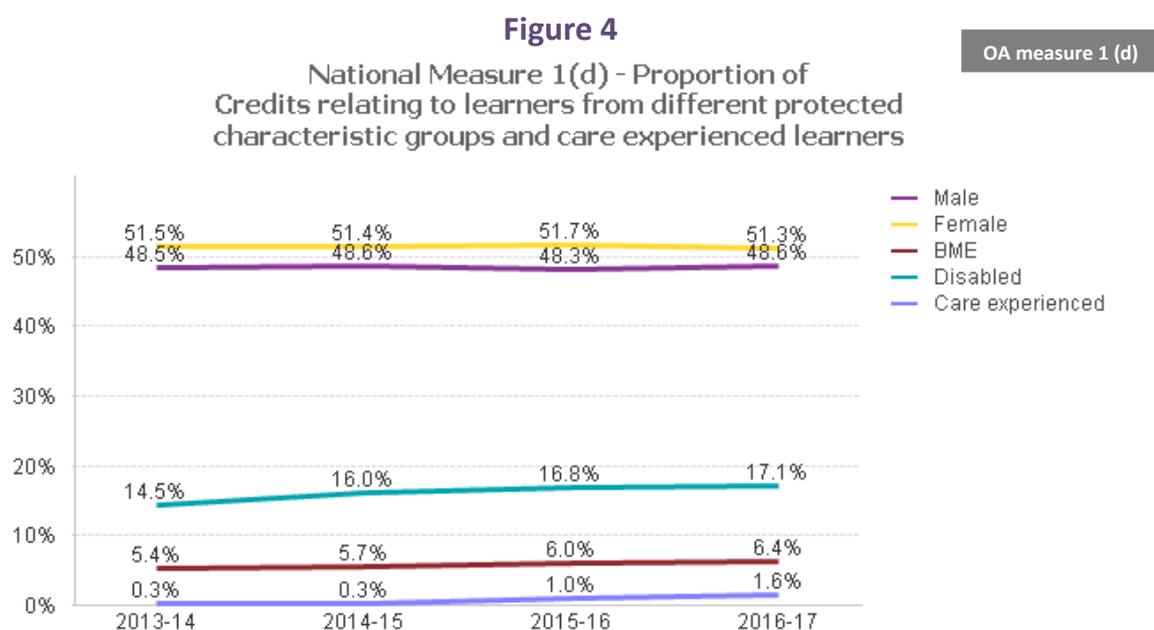
The chart also shows growing *minority ethnic* activity rates. Our first *Triennial Review* indicated that students with a minority ethnic background are currently well-represented in Scottish colleges.

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[15] Mainstreaming and Equality Outcome Report
[16] According to the population figures in the 2011 census: 51.5% of the population were female, and 48.5% male.

Figure 4 also shows increasing levels of activity delivered to those with declared disabilities. The *Triennial Review* indicates that, for those aged 15-34, people with disability are currently well-represented in the college sector. The analyses show that colleges have a greater proportion of students with disabilities than in the Scottish population for those in the 15-34 age group.

Figure 4

OA measure 1 (d)

National Measure 1(d) - Proportion of Credits relating to learners from different protected characteristic groups and care experienced learners

Source: Further Education Statistics (FES)

SFC uses the term *care experienced* to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

Care experienced young people and adults are amongst the most disadvantaged in our society and have some of the poorest educational outcomes. The Children & Young People's (Scotland) Act 2014 places duties on colleges and universities in relation to care experienced young people. As part of their responsibilities all colleges have now published a *Corporate Parenting Plan* and the Scottish Government has committed to provide these students under the age of 26 with a full bursary for the duration of their programme of study.

SFC works closely with the college and university sector and agencies such as Who Cares? Scotland and CELCIS. Alongside these partners, we have set an ambition that there is no difference in the outcomes of care experienced students compared to their peers by 2021-22[17].

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[17] National Ambition for Care Experienced Students

In 2016-17 there were 3,053 student enrolments from a care experienced background on college courses, equating to 1.6% of total sector activity. This was an increase in enrolments of 42.9% from the previous year. In 2018-19 the college sector has targeted 1.9% of total college activity to be delivered to care experienced learners. Successful completion rates for care experienced learners improved in 2016-17 with the performance gap reduced by 6.4 percentage points.

We have also been collecting data on *carers* since 2013-14. In 2016-17, there were 10,653 recorded enrolments. As with care experienced students this was a significant increase from the previous year. The Carers (Scotland) Act came in to effect from April 2018 and our expectation is that colleges will continue to improve support for students and staff with caring responsibilities.

We are working in partnership with the Carers Trust and use their definition of a carer[18]. Carers Trust Scotland will soon be developing *Going Further for Student Carers* and we urge colleges to fully support and participate in the award. We also endorse *Care Positive*, operated by Carers Scotland, which encourages employers to demonstrate a commitment to providing a supportive working environment.

Borders College holds the Carers and Employment Charter and has achieved the Care Positive Engaged Employer Award, the first college in Scotland to achieve this recognition.

The College is 'Care Aware'. Their advisors provide specialist support to students who are care experienced and also young carers. These students have a dedicated support worker throughout their programme of study. This dedicated support worker supports the young person to address and hopefully overcome any additional barriers created by their life circumstance or caring responsibility which may affect their attendance, progression and achievement on their chosen programme.

The College works in partnership with the Borders Carers Centre. They are currently working with Carers Trust Scotland in the development of their Student Carers Support Policy.

Tackling gender imbalances

In August 2016 we published our *Gender Action Plan*[19], which built on the expectations of the Scottish Government's *Youth Employment Strategy*[20]. Our expectation is that colleges should seek to increase by five percentage points the minority gender share in each of the ten largest and most imbalanced superclasses by 2021.

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[18] The Carers Trust defines a carer as anyone who cares, unpaid, for a friend or family members who due to illness, disability, a mental health problem or an addiction cannot cope without their support.
[19] Gender Action Plan
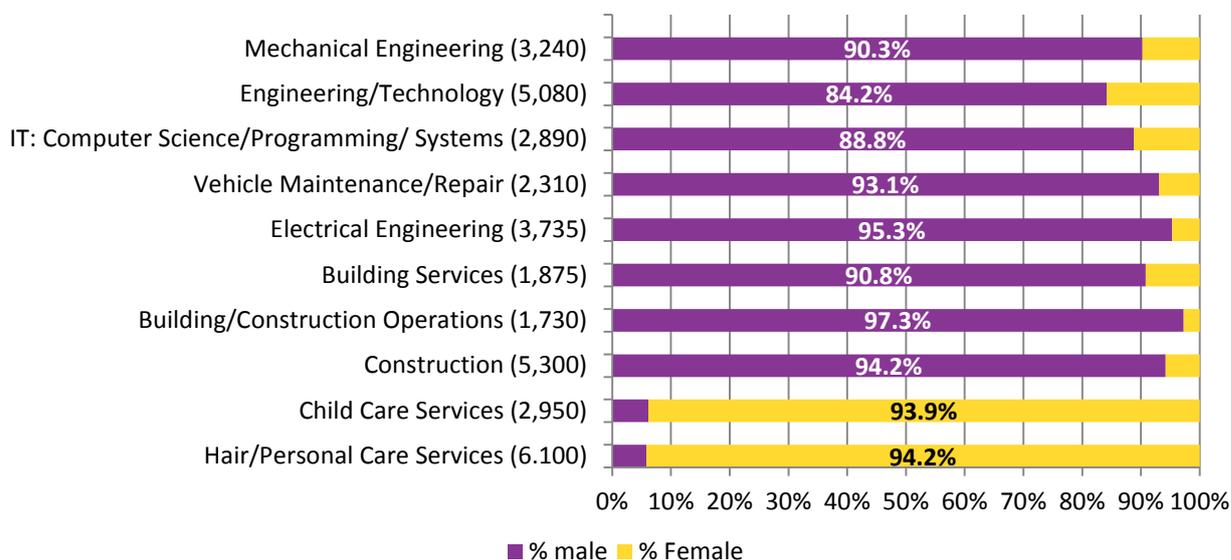[20] Developing the Young Workforce - Scotland's Youth Employment Strategy

Figure 5 shows the extent of the gender imbalance in the subjects of focus within the plan, combining both HE and FE levels. It shows the participation rates for 2016-17. Further analysis is presented in our technical report[21].

Figure 5
Gender balance at all levels of study in the most gender imbalanced Superclasses[22]
Source: Further Education Statistics (FES)

Subject	% male	% Female
Mechanical Engineering (3,240)	90.3%	
Engineering/Technology (5,080)	84.2%	
IT: Computer Science/Programming/ Systems (2,890)	88.8%	
Vehicle Maintenance/Repair (2,310)	93.1%	
Electrical Engineering (3,735)	95.3%	
Building Services (1,875)	90.8%	
Building/Construction Operations (1,730)	97.3%	
Construction (5,300)	94.2%	
Child Care Services (2,950)		93.9%
Hair/Personal Care Services (6.100)		94.2%

All colleges published their institutional gender action plans in the summer of 2017. In their outcome agreements for 2018-19, colleges have outlined their key ambitions to tackle gender imbalances at a subject level as set out within their individual plans.

We are aware that progress will only be made through a coordinated effort across the education and early years system. However, we believe that through a collective effort significant gender imbalances of over 75% of students on a particular subject can be addressed by 2030.

Ayrshire College's *work to address gender imbalance in careers and learning choices takes many forms. By the end of 2017-18, the College will have formalised its Gender Leadership Group, led by a vice principal and comprising student representatives, and gender champions in service and curriculum areas.*

The College is leading a pan-Ayrshire leadership approach to tackling gender imbalance, working with partners, young people and employers to overcome the many significant and persistent systemic and cultural challenges. This includes addressing gender imbalances in engineering, technology, care, hair and beauty through initiatives like 'This Ayrshire Girl Can', 'This Man Cares' and 'Man in the

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[21] Gender Action Plan: Technical Report
[22] Brackets indicate number of students in the subject area.

Mirror'. An important aspect of this awareness-raising work is working with partners like SmartSTEMs to secure as much employer commitment as possible to planned activities.

To influence the influencers of young people, the College continues to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations, making these resources available to schools, parents and employers.

For students who choose to take part in a college course which is dominated by the opposite gender, the College continues to support their success through peer networks such as Ayrshire Connects. Ayrshire Connects was established in 2016 to link female STEM students on all courses across all campuses with each other, with students in other colleges and universities, and with employers.

SHEP

The *Schools for Higher Education Programme* (SHEP) funded by SFC provides support, advice and guidance in schools which have traditionally low progression rates to Higher Education (HE). The programme aims to help increase the number of students in participating schools continuing beyond their fourth year alongside progression to HE in college or university. Further information on the SHEP programme is on the SFC website[23].

`OA measure 2 (d)`

The four SHEP regional programmes have always worked with partners in both sectors. However, for 2016-17 outcome agreements, we included the SHEP national measure for colleges as well as universities. In 2016-17, 6.3% of Credits delivered at HE level in the college sector were to learners from SHEP schools. This figure is projected to almost double in 2018-19.

Opportunities to articulate to degree level study

Articulation is an alternative to the traditional route of entering to year one of university direct from school, allowing students who have achieved Higher National Qualifications (HNQs) at college to progress into university degree programmes. Articulation with *advanced standing* allows students with the appropriate qualifications to move into second or third year of a degree programme with full recognition of prior learning.

Articulation has proved an effective means of ensuring a fairer and more equal distribution of students from under-represented groups in HE programmes. This includes students from deprived and minority ethnic backgrounds as well as adult returners. The higher proportion of males favouring this route also helps ensure a fairer and more balanced undergraduate intake with respect to gender. In addition, growing the number of students progressing from college to university is central to

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[23] Schools for Higher Education Programme

the delivery of the Scottish Government's vision, outlined in the recently published 15-24 *Learner Journey Review*[24], for a more fully aligned college and university education system that ensures full recognition of prior college learning.

In response to recommendations by the *Commission on Widening Access* (COWA), SFC has developed a *10 year national strategy for articulation*[25]. Our ambition is for sustained growth of students articulating with advanced standing, reaching 75% of all articulating students by 2025-26. The college sector has evidenced a strong commitment to this ambition. By the end of 2018-19 the proportion of learners articulating to university with full recognition of prior learning is expected to reach 53.8% (4,789 learners). This is shown in figure 6 and broken down by college region.

Figure 6

The proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing, by region

Region	2018-19 OA Target
Aberdeen and Aberdeenshire	66.7%
Ayrshire	50.7%
Borders	33.3%
Dumfries & Galloway	12.0%
Dundee and Angus	45.0%
Edinburgh	84.0%
Fife	60.0%
Forth Valley	53.0%
Glasgow	52.2%
Lanarkshire	44.9%
Newbattle Abbey College	85.0%
West	57.0%
West Lothian	50.0%
SECTOR TOTAL	**53.8%**

Source: 2018-19 Outcome Agreements

Gaelic

SFC's role in supporting the *National Gaelic Language Plan*[26] (NGLP) includes encouraging the growth of opportunities within the college and university sectors to use and to learn Gaelic. We have asked all college regions to consider in their outcome agreements how they contribute to the aims of the NGLP. Whilst regional approaches vary according to local context, the sector as a whole continues to encourage:

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[24] The Learner Journey Review
[25] 10 Year Strategy for Articulation
[26] The Scottish Government Gaelic Language Plan 2016-2021

- Cross-sector and cross-institutional working.
- Exploration of responses on Gaelic with other local partners, including local authorities and community planning partnerships.
- Exploration of internal demand for opportunities to use Gaelic, including surveys of staff and students.
- Work to consider the role of Scotland's other languages.

Success in learning

Our core ambition for the college sector is to improve opportunities and outcomes for learners. We want to see the breaking down of barriers to the achievement of qualifications and the equipping of learners to progress successfully into employment, further learning or training.

Two of the strongest indicators of how we are progressing with these objectives include:

- The proportion of learners who successfully complete their qualifications.
- The proportion of those learners who go on into employment, further learning or training.

Students successfully achieving a recognised qualification

Figure 7 provides an overview of success rates for full-time recognised Further Education (FE) and Higher Education (HE) programmes from 2009-10 to 2016-17. Despite a slight dip in 2016-17 for both full-time FE and full-time HE, the chart displays across the years a trend for improved success rates of recognised qualifications.

The success rates for HE programmes tend to be higher than FE programmes over the course year. In 2016-17, 65.3% of students on full-time FE programmes and 71.6% on full-time HE programmes completed successfully.

Figure 7

National Measure 4(a)* - Percentage of entrolled full-time students successfully achieving a recognised qualification by level
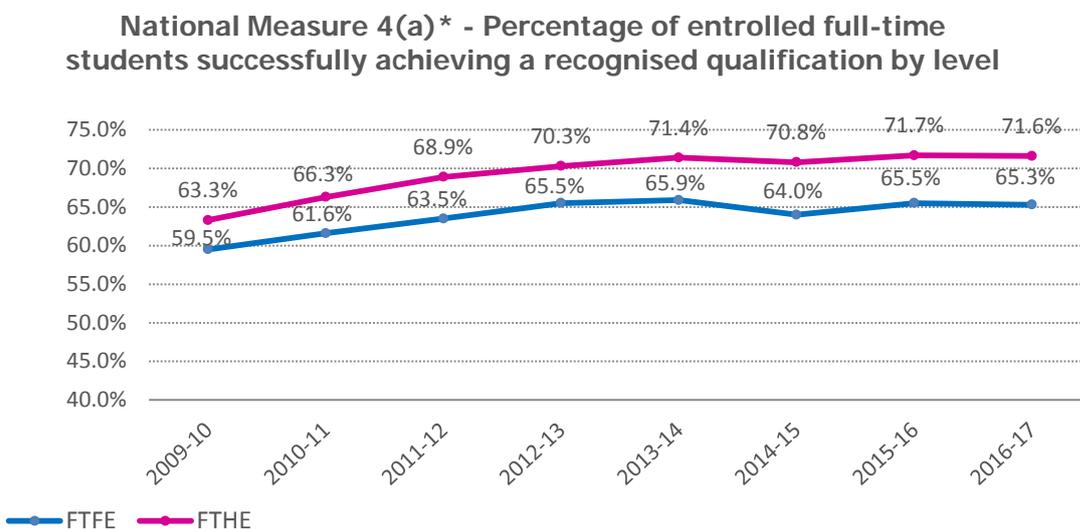
Source: Further Education Statistics (FES)

Figure 8 shows that in 2016-17 for both full-time FE and full-time HE a majority of college regions had a reduction in success rates, contributing to the small sectoral level drop in performance.

Figure 8

% of enrolled (full-time) students successfully achieving a recognised qualification, by level and region

Region	Level	2012-13	2013-14	2014-15	2015-16	2016-17	2018-19 OA Target
Aberdeen and Aberdeenshire	HE	70.3%	72.2%	71.4%	75.6%	75.0%	77.0%
	FE	65.2%	66.0%	61.9%	67.4%	66.2%	68.0%
Ayrshire	HE	68.7%	66.5%	62.3%	63.1%	68.0%	70.0%
	FE	67.8%	65.8%	58.6%	61.2%	66.9%	70.0%
Borders	HE	71.2%	75.5%	75.1%	76.5%	69.6%	76.5%
	FE	70.5%	73.9%	69.1%	66.6%	65.9%	69.5%
Dumfries & Galloway	HE	68.0%	72.7%	71.0%	71.2%	70.2%	74.0%
	FE	63.1%	62.3%	64.0%	60.8%	62.5%	70.0%
Dundee and Angus	HE	75.9%	76.7%	72.1%	76.6%	73.2%	78.0%
	FE	72.9%	72.9%	74.3%	72.9%	70.8%	75.0%
Edinburgh	HE	72.8%	74.0%	73.7%	73.6%	73.1%	75.0%
	FE	66.5%	65.4%	59.5%	65.2%	62.9%	70.0%
Fife	HE	67.2%	68.7%	63.1%	66.8%	68.4%	71.0%
	FE	60.4%	62.2%	60.7%	62.0%	57.4%	62.5%
Forth Valley	HE	71.0%	72.2%	77.0%	73.1%	70.3%	74.0%
	FE	68.8%	69.7%	70.4%	69.4%	73.5%	73.0%
Glasgow	HE	71.0%	72.7%	74.1%	74.7%	73.4%	75.8%
	FE	62.9%	65.6%	66.2%	67.2%	64.1%	68.7%
Highlands & Islands	HE[27]	-	-	-	-	-	-
	FE	63.1%	66.3%	67.6%	69.4%	67.5%	70.0%
Lanarkshire	HE	69.3%	68.4%	68.2%	69.3%	68.4%	71.6%
	FE	66.9%	63.3%	64.2%	61.0%	62.2%	64.9%
West	HE	66.1%	68.9%	68.7%	66.3%	68.7%	72.0%
	FE	64.9%	65.3%	59.8%	63.7%	68.7%	70.0%
West Lothian	HE	68.7%	67.8%	71.1%	69.7%	72.5%	73.0%
	FE	65.1%	63.3%	63.5%	64.1%	61.9%	65.0%
SECTOR[28]	**HE**	**70.3%**	**71.4%**	**70.8%**	**71.7%**	**71.6%**	**74.3%**
	FE	**65.5%**	**65.9%**	**64.0%**	**65.5%**	**65.3%**	**68.7%**

Source: Further Education Statistics (FES) and 2018-19 Outcome Agreements.

SFC had targeted a sector-wide FE success rate of 69% and HE rate of 72% by 2016-17 as part of our outcome agreement negotiations. Whilst the sector fell just short of its HE target, it has proved challenging to get closer to the FE target. However, as shown in Figure 8, the college sector is targeting ambitious levels of improvement in both FE and HE full-time success rates in 2018-19.

Figure 9 illustrates further variances by protected characteristic and the impact of deprivation on student success. Addressing these imbalances will continue to be a vital element of our outcome agreement approach with college regions. For 2018-19 outcome agreements we will also be adding two new national measures:

[27] N/A - HE data returned through HESA.
[28] Note that the sector figures also include data for Newbattle Abbey and SRUC.

- Attainment in full-time FE students aged 16-19 successfully achieving a recognised qualification (recognising the national priority of this subgroup and focus for improvement).
- Attainment in full-time care experienced students successfully achieving a recognised qualification.

Figure 9

% of enrolled (full-time) students successfully achieving a recognised qualification, variance by level and protected characteristic

| Level	Year	All	SIMD10	16-19	20-24	25+	Disabled	Male	Female	BME	Care Experience
FE	2016-17	65.3%	-3.3%	-2.9%	0.2%	6.6%	-1.0%	0.1%	-0.1%	1.2%	-12.8%
HE	2016-17	71.6%	-3.1%	-0.4%	0.2%	0.5%	-5.5%	-3.8%	3.1%	-1.5%	-6.2%

Source: Further Education Statistics (FES)

Negative variance ◄———► Positive variance

Figure 10 shows levels of success for full-time students from SIMD10 postcodes are lower than the average for all full-time students for both FE and HE. In 2016-17, 68.5% of full-time HE SIMD10 and 62.0% of full-time FE SIMD10 students successfully achieved a recognised qualification. This compared to 71.6% for all full-time HE and 65.3% for all full-time FE students.

OA measure 4 (b) *

Figure 10

National Measure 4(b)* - Percentage of enrolled full-time MD10 students sucessfully achieving a recognised qualification by level
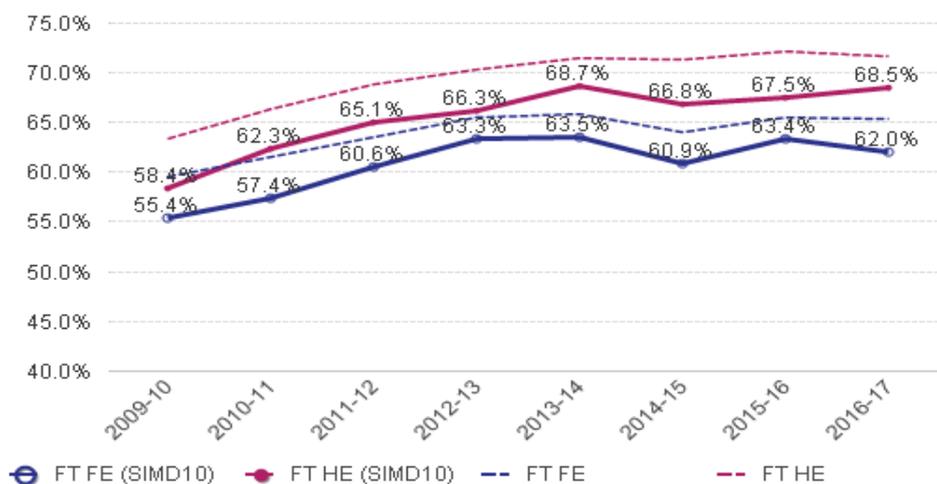
Source: Further Education Statistics (FES)

Additional analysis of student outcomes for individual colleges is published annually in our *College Performance Indicators*[29] report.

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[29] College Performance Indicators 2016-17

College leaver destinations

In 2013, SFC developed a survey to collect and report on college leaver destination data. The latest publication of *College Leaver Destinations* (CLD)[30] for Scotland's colleges was in September 2017 and covers the 2015-16 academic year. The publication reports on the destinations of leavers 3-6 months after qualifying.

In 2015-16, the vast majority of leavers were in a *positive destination* 3-6 months after graduating[31]. Overall, the percentage of leavers entering a positive destination was 94.9% for FE and 95% for HE. Figure 11 shows the variation across regions.

Figure 11

`OA measure 8 *`

The number and proportion of college leavers in a positive destination 3 to 6 months after qualifying, by level and region

Region	2014-15		2015-16		2018-19 OA Target	
	FE	HE	FE	HE	FE	HE
Aberdeen and Aberdeenshire	90.0%	82.5%	92.3%	90.8%	90.0%	90.0%
Ayrshire	97.4%	97.0%	94.0%	94.6%	95.0%	95.0%
Borders	95.4%	92.2%	95.0%	94.6%	94.5%	98.0%
Dumfries & Galloway	90.4%	96.0%	92.0%	95.8%	93.0%	-
Dundee and Angus	93.6%	94.0%	95.6%	93.1%	96.0%	96.0%
Edinburgh	99.1%	97.9%	97.7%	97.5%	98.0%	99.0%
Fife	97.4%	96.6%	90.3%	89.7%	91.5%	91.0%
Forth Valley	93.3%	94.4%	94.7%	94.7%	95.0%	95.0%
Glasgow	98.0%	96.8%	97.2%	96.3%	97.4%	96.5%
Highlands & Islands	94.4%	-	94.0%	100.0%	87.0%	-
Lanarkshire	95.6%	96.0%	94.3%	95.8%	94.9%	97.6%
Land-based (SRUC)	94.3%	-	95.1%	-	94.0%	-
Newbattle Abbey College	97.6%	100.0%	85.0%	100.0%	-	-
West	96.1%	93.9%	96.2%	94.8%	97.5%	97.0%
West Lothian	98.2%	97.4%	94.8%	97.7%	96.0%	98.0%
Scotland Totals	**95.8%**	**95.1%**	**94.9%**	**95.0%**	**94.5%**	**95.7%**

Source: College Leaver Destinations (CLD) Survey for Scotland's Colleges

Student satisfaction

In January 2017 we published our first *Student Satisfaction and Engagement Survey* results for Scotland's colleges covering the academic year 2015-16[32]. In October of the same year we published the results for 2016-17[33]. Figure 12 shows the proportion of students overall satisfied with their college experience in 2016-17 was

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[30] College Leaver Destinations 2015-16
[31] This includes only those college leavers for whom a destination is 'known'. A positive destination includes those college leavers in employment and in further study.
[32] Student Satisfaction and Engagement Survey 2015-16
[33] Student Satisfaction and Engagement Survey 2016-17

90.2% for full-time students, 94.6% for part-time students and 91.7% for distance/ flexible students. Figure 13 outlines the variation across regions.

Figure 12

National Measure 9 - The percentage of students overall, satisfied with their college experience (SSES), 2016-17

Source: Student Satisfaction & Engagement Survey (SSES) for Scotland's Colleges

Figure 13

The percentage of students overall, satisfied with their college experience (SSES), by region

Region	Overall Student Satisfaction 2016-17			Overall Student Satisfaction 2018-19 OA Target		
	Full-time	Part-time	Distance/Flexible	Full-time	Part-time	Distance/Flexible
Aberdeen and Aberdeenshire	91.1%	88.0%	100.0%	92.0%	89.0%	89.0%
Ayrshire	93.4%	95.7%	100.0%	94.0%	97.0%	100.0%
Borders	95.1%	93.4%	94.4%	95.5%	93.3%	97.0%
Dumfries & Galloway	96.7%	100.0%	100.0%	93.0%	93.0%	93.0%
Dundee and Angus	95.6%	96.2%	84.4%	96.0%	96.0%	96.0%
Edinburgh	87.8%	94.6%	100.0%	89.0%	95.0%	95.0%
Fife	79.9%	78.7%	76.5%	82.0%	80.0%	78.0%
Forth Valley	95.3%	94.5%	95.1%	96.0%	96.0%	96.0%
Glasgow	87.5%	94.6%	100.0%	93.7%	94.8%	90.9%
Highlands & Islands	93.5%	96.9%	71.2%	95.0%	97.4%	97.0%
Lanarkshire	88.1%	91.7%	100.0%	82.0%	87.0%	95.0%
Land-based (SRUC)	85.8%	90.0%	100.0%	88.0%	88.0%	88.0%
Newbattle	95.7%	-	-	96.0%	-	-
West	92.1%	97.7%	89.2%	94.0%	95.0%	93.0%
West Lothian	93.4%	95.6%	98.5%	95.0%	95.0%	98.0%
SECTOR	**90.2%**	**94.6%**	**91.7%**	**-**	**-**	**-**

Source: Student Satisfaction & Engagement Survey (SSES) for Scotland's Colleges

Progression from learning

Building on progress made in recent years to increase employer engagement, and responding to the Scottish Government's *Youth Employment Strategy*, we have negotiated further commitments from college regions in terms of learner progression. This will ensure a system of learning that provides students with the skills required to succeed in the labour market whilst simultaneously equipping Scotland with the skills necessary for economic growth.

Outcome agreements set out how college regions will forge closer links with employers, to better align curriculum planning and employer demand, address skills shortages and create more work placements for learners. This includes:

- Establishing employer/industry *advisory boards* to review and enhance curriculum quality, planning and outcomes. Advisory boards ensure that the curriculum addresses current needs, forecasts future skills demands and provision is aligned with the employment priorities of local business.
- Engagement with local *DYW Boards* and the benefits of this engagement in providing structured *vocational pathway*s that support young people into sustained and successful careers.
- Setting out ambitions to further develop vocational pathways, apprenticeships and *workplace learning* in partnership with employers.

In 2017-18 SFC began working with the sector and industry partners in the development of an *employer engagement framework* that captures the level and extent of collaborative working in the sector. We will begin the implementation of the framework in 2018-19.

Outcome agreements have evidenced the use of information contained in *Regional Skills Assessments* (RSAs) and *Skills Investment Plans* (SIPs) to inform their assessment of the regional economy. They have identified areas of growth and decline and, in most cases, how that evidence is reflected in curriculum planning. We expect to see further evidence of college regions use of RSAs and SIPs in their regular review of their curriculum as these skills planning documents continue to evolve.

Developing the Young Workforce

Developing the Young Workforce (DYW), the Scottish Government's *Youth Employment Strategy,* aims to ensure a work-relevant educational experience for our young people, valuing and developing a rich blend of learning, including vocational education.

Colleges play a central role in the introduction of new vocational pathways in the *senior phase* of secondary school. Figure 14 highlights that the college sector has more than doubled the number of senior phase age pupils studying vocational

qualifications[34] between 2013-14 and 2016-17 from 2,101 to 4,510.

Figure 14

National Measure 2(a) - Number of senior phase age pupils studying vocational qualifications delivered by colleges
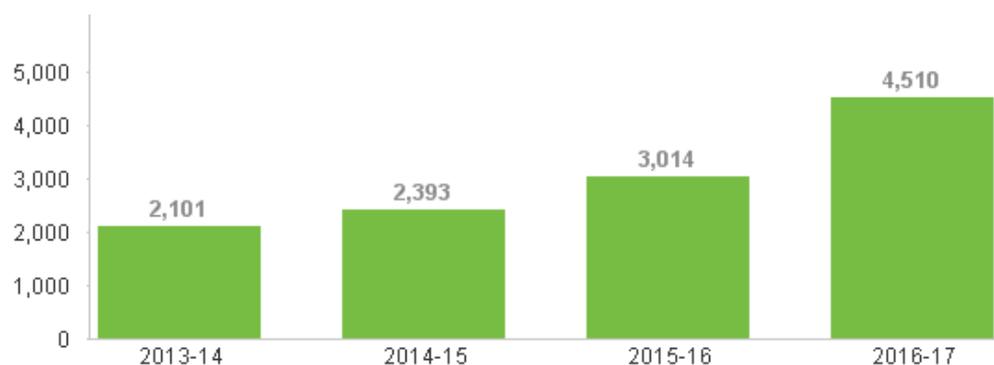
Source: Further Education Statistics (FES)

Figure 15 outlines the growth in the number of pupils studying vocational qualifications delivered by individual college regions. It also shows the targets from 2018-19 outcome agreements demonstrating a clear intention from college regions to increase their provision in this area. The sector as a whole is projecting an increase in pupil numbers from 4,510 in AY 2016-17 to 6,969 in AY 2018-19.

Figure 15
Number of senior phase age pupils studying vocational qualifications delivered by colleges, by region

Region	2013-14	2014-15	2015-16	2016-17	2018-19 OA Target
Aberdeen and Aberdeenshire	78	154	277	425	1,150
Ayrshire	273	318	405	347	340
Borders	-	49	27	27	148
Dumfries & Galloway	88	67	108	157	248
Edinburgh	137	209	217	252	452
Dundee and Angus	255	66	206	333	450
Fife	11	43	17	183	300
Forth Valley	106	157	218	322	430
Glasgow	207	348	428	556	778
Highlands & Islands	398	473	402	940	1,164
Lanarkshire	267	254	452	647	754
Land-based (SRUC)	-	2	8	38	75
West	217	178	115	97	130
West Lothian	64	75	134	186	550
Total	**2101**	**2393**	**3014**	**4510**	**6969**

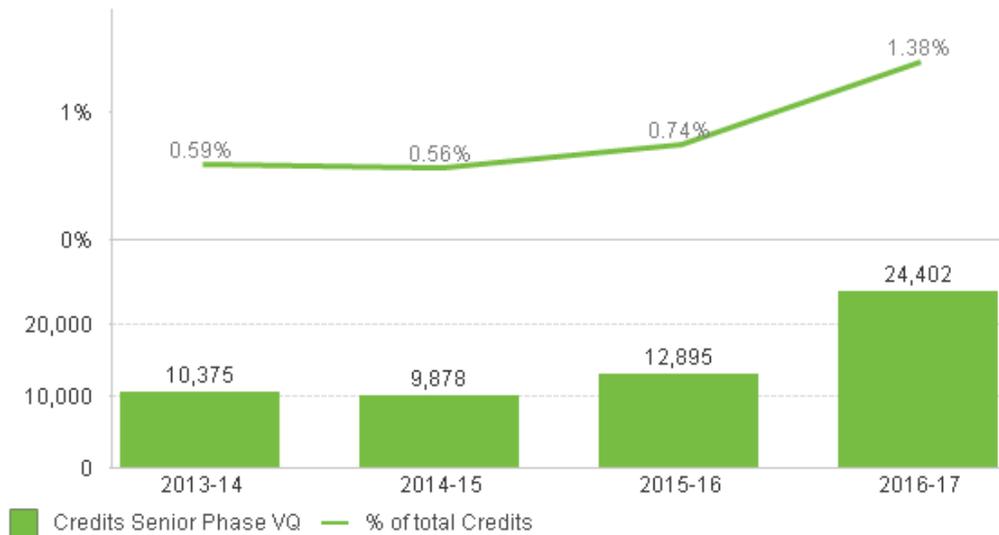Source: Further Education Statistics (FES) & 2018-19 Outcome Agreements

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[34] A list of vocational qualifications is available in our Outcome Agreement Guidance: Annex D Technical Guidance.

Figure 16 shows a growth in the volume (and proportion) of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges between 2013-14 and 2016-17 from 10,375 (0.59%) to 24,402 (1.38%). By 2018-19 the college sector is projecting that 31,996 Credits (1.8%) will be directed to senior phase vocational provision.

Figure 16

National Measure 2(b) - Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
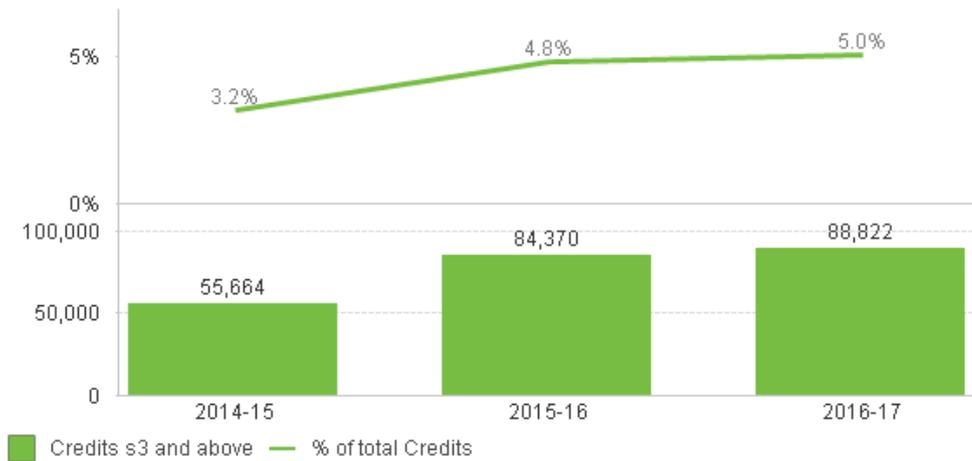
Source: Further Education Statistics (FES)

Figure 17 highlights that at sector level the volume (and proportion) of activity delivered to learners at S3 and above as part of school-college provision has increased from 55,664 (3.2%) in 2014-15 to 88,822 (5.0%) in 2016-17. This includes work with younger learners from S3 upwards and a broader range of qualification types including some Highers and vocational introductory courses. We will keep under review the composition and regional variation in this provision to better understand the interrelation with senior phase vocational pathways. In 2016-17, 27.5% of the wider school-college provision was delivered to senior phase pupils studying vocational qualifications.

Figure 17

National Measure 2(c) - Volume and proportion
of Credits delivered to learners at S3 and above
as part of school college provision

Source: Further Education Statistics (FES)

Figure 18 outlines the percentage of senior phase age pupils successfully completing a vocational qualification (incorporating full-time, part-time, FE and HE) delivered by colleges over the past four years. Success rates for these pupils reduced by two percentage points in 2016-17 from 2015-16, although have been relatively consistent over the four year period from 2013-14.

Figure 18

OA measure 4 (c) *

National Measure 4(c)* - Percentage of senior phase age pupils
successfully completing a vocational qualification delivered by colleges
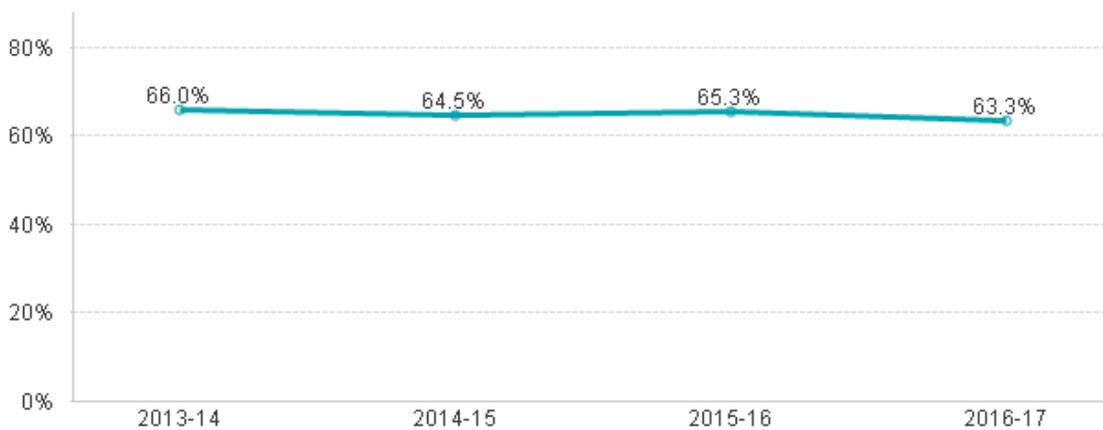
Source: Further Education Statistics (FES)

North East Scotland College has developed a guide to education progression to show in a clear way the different pathways that are available to school pupils in a wide range of employment areas. The pathways sometimes involve study at college, sometimes at university and sometimes a combination of both. As well as full-time

study routes there are pathways that involve work-based apprenticeship study. A copy of the guide is available on the College website[35].

Foundation Apprenticeships

In support of the *SFC/SDS Joint Framework for Action*[36], to deliver the national *Youth Employment Strategy*, colleges have a key role in delivering the introduction and scaling of *Foundation Apprenticeships* (FAs)[37] for senior phase pupils. There has been significant progress since the inception of FAs to expand this provision across regions and FA *frameworks*.

Figure 20 shows the growth in FAs from the first cohort of 346 in 2016-17 across the college regions. Delivery for 2018-19 shows the most significant expansion to date, with SDS contracting with 18 lead partner bidders covering 12 FA frameworks, with provision across 13 college regions for a total of 3,216 target starts. This is a significant increase from actual starts in 2017-18 of 1,245, which was itself more than a tripling of the number of starts from 2016-17.

Figure 20
Growth of Foundation Apprenticeship starts, by region

Region	2016-17	2017-18	2018-19 Target Starts
Aberdeen and Aberdeenshire	21	75	132
Ayrshire	10	37	98
Borders	-	8	36
Dumfries & Galloway	-	13	40
Edinburgh	19	54	238
Fife	27	239	324
Forth Valley	35	21	260
Glasgow	73	215	596
Highlands & Islands	91	157	420
Lanarkshire	-	212	453
Tayside	15	50	127
West	40	90	300
West Lothian	15	74	192
Total	**346**	**1245**	**3216**

Source: Skills Development Scotland (SDS)

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[35] North East Scotland (Aberdeen and Aberdeenshire) Pathways - A Guide to Education Progression
[36] SFC/SDS Joint Framework for Action
[37] Foundation Apprenticeships provide work-based learning opportunities for S5 and S6 pupils. Pupils work towards a Foundation Apprenticeship alongside their other subjects — their National 5s and Highers. They also spend part of the school week at college or with a local employer. They work towards industry-recognised SCQF Level 6 qualifications while developing skills and experience in the workplace.

Science, Technology, Engineering & Mathematics (STEM)

The final DWY report outlined that an adequate supply of *STEM* skills is critical to growing Scotland's key economic sectors and that to secure this supply the number of young people achieving STEM qualifications should be increased. As a primary provider of STEM courses, colleges have a significant role to play in delivering this objective.

As previously outlined, colleges are expected when assessing curricular need to use tools such as RSAs alongside their own local labour market intelligence and engagement with local employers. On this basis, and where appropriate, they should expand STEM courses in their general provision and in developing new senior phase vocational pathways with local authorities they should look to prioritise STEM subjects.

Figure 19 shows the proportion of Credits delivered to learners enrolled on STEM courses[38] being maintained at over 24% over the previous four years. The college sector has ambitions to increase this figure to 26.6% in 2018-19.

Figure 19

OA measure 3

National Measure 3 - Volume and proportion of Credits delivered to learners enrolled on STEM courses
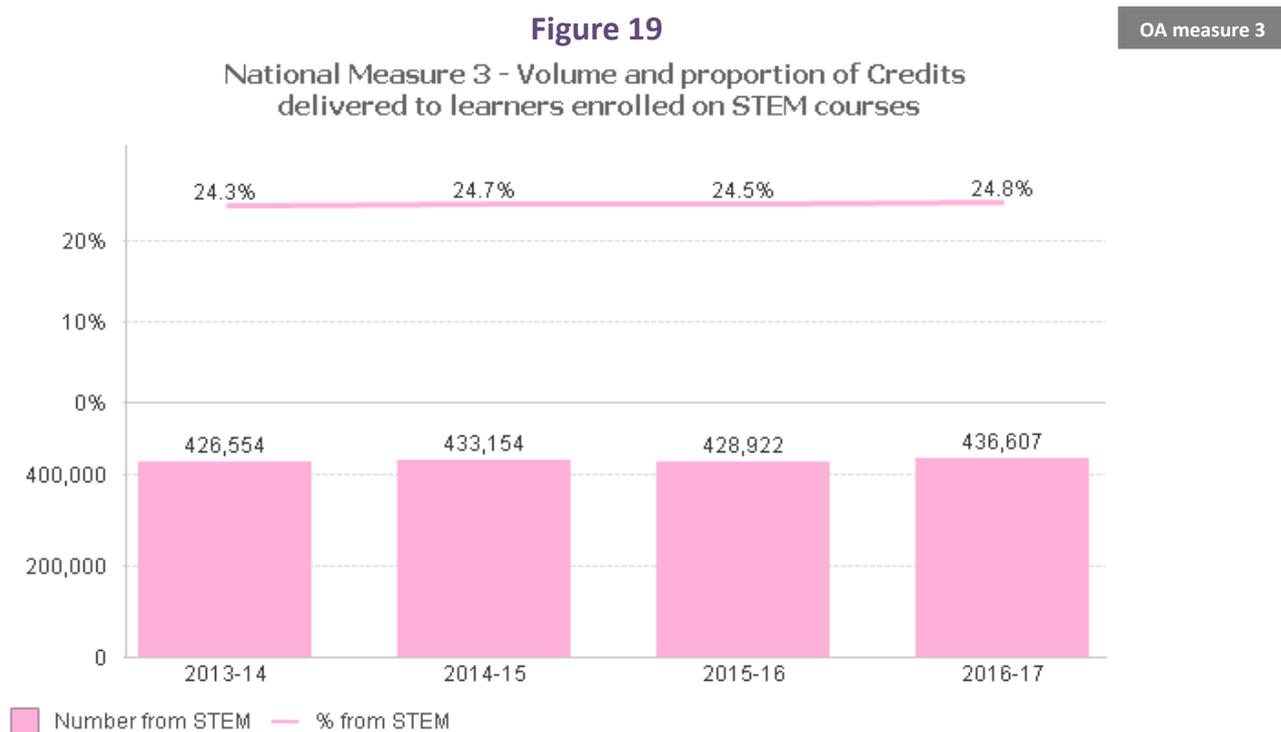
Source: Further Education Statistics (FES)

The Scottish Government published its *national STEM strategy*[39] in October 2017. Its vision is of a Scotland where everyone is encouraged and supported to develop their STEM capability. Both Ministers and SFC are clear that Scotland's colleges are central

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[38] A full definition and a list of STEM courses is available in our Outcome Agreement Guidance: Annex D Technical Guidance.

[39] Science, Technology, Engineering and Mathematics - Education and Training Strategy for Scotland

to realising that vision. In 2018-19, two important actions from the strategy will be a focus of SFC's work with the college sector:

- The development of *regional STEM hubs*.
- The requirement for college regions to develop *regional STEM strategies*.

The national strategy identifies STEM Hubs as college-led centres bringing together schools, colleges, universities and industry, with a focus on joint CPD activities for staff and practitioners in the different sectors; *and* both coordinating existing STEM outreach activity and developing new programmes of STEM engagement. SFC will work closely with sector representatives and through existing partnerships - such as *Energy Skills Partnerships*, *Skills Development Scotland* (SDS), *Education Scotland* and *Colleges Development Network* - to develop the STEM hub concept.

The national strategy also requires every college region to develop a STEM strategy and associated action plan, linked to its individual actions. Regional strategies will therefore link industry and the curriculum delivered in the region to drive productivity and growth. Whilst we know there is good practice in the college sector, we want to ensure there is a common, sector-wide standard, and that good practice is effectively shared and disseminated.

*Eight Scottish colleges - **Ayrshire College**, **City of Glasgow College**, **Edinburgh College**, **Forth Valley College**, **Glasgow Clyde College**, **Glasgow Kelvin College**, **West College Scotland** and **West Lothian College** - have received STEM assured accreditation from the STEM Foundation[40]. To achieve the STEM assured status, these colleges have been assessed against a robust framework that benchmarks their capability to design and deliver STEM courses that keep pace with emerging technology and the evolving needs of employers. By achieving the STEM Assured status, they have demonstrated that:*

- *Their STEM-related provision is of a consistently high quality and aligned with current and anticipated industry requirements.*
- *Their provision provides a multi-disciplinary context to their students to reflect real world needs and scenarios.*
- *Employability and related transferrable skills are embedded into the curriculum and reflect their student's journey.*
- *They are committed to continuous improvement and innovation of provision to ensure that it keeps pace with rapid advances in technology and the changing jobs market.*
- *They have clear engagement processes with employers and key stakeholders.*

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[40] The STEM Foundation is an innovation driven charity that supports improvements in STEM education, delivers STEM assured provision, offers CPD in new and emerging technology areas, encourages multidisciplinary collaboration, and conducts action research to enable knowledge and technology exchange. This work aids economic development and strengthens students' progression and employability.

Work placements

In September 2016, we published new *Work Placement Standards for Colleges*[41] to provide direction and highlight best practice in the sector. It makes clear that all college students will benefit from high quality work placements or other workplace experience in line with DYW. We want the guidance to help significantly and consistently improve the future employment prospects of all students studying in Scottish colleges.

College outcome agreements outlined commitments to increasing the volume of work placements and work place experience offered as part of regional provision. The work placement national measure was redefined in AY 2015-16 to reflect a Unit equivalent of Work Experience (40hrs) for full-time learners. Colleges are now required to flag appropriate student activity which matches the definition. Further refinement of the measure is required to ensure that it aligns with the work placement standards which highlights the benefit of workplace experience within the curriculum as a means of preparing learners for the world of work.

OA measures 6

Examples of good practice are provided in our Work Placement Standards for Colleges.

Expansion of early learning and childcare

The Scottish Government has pledged to increase the provision of free *early learning and childcare* to 1140 hours per year by 2020, for children who are 3 or 4 years old, as well for 2 year olds whose parents/carers are on qualifying benefits and are eligible for the 600 hours free entitlement through the Children & Young People's Act 2014. A significant expansion in the *Early Years workforce* is necessary to deliver this increased provision.

In response to this commitment, SFC has been working closely with the Scottish Government and college regions on the planned expansion of the Early Years workforce. Over the three year period 2016-17 to 2018-19, collectively the college sector has ambitions to more than double the number of Credits delivered for *HNC Childhood Practice* and *PDA Childhood Practice (Level 9)*[42]. This is shown in figure 21. The activity will be sourced from college region's core Credit targets.

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[41] Work Placement Standards for Colleges
[42] The composition of the additional childhood practice Credits in 2018-19 for college regions may change to include 'pipeline' and additional qualifications. This is subject to ongoing discussions between regions, SFC and Scottish Government.

Figure 21

Number of Credits delivered at HNC Childhood Practice and PDA Childhood Practice (Level 9), by region

Region	HNC Credits delivered 2016-17	PDA(L9) Credits delivered 2016-17	Total HNC+PDA(L9) Credits delivered 2016-17	HNC 2018-19 OA Target	PDA(L9) 2018-19 OA Target	Total HNC+PDA(L9) 2018-19 OA Target
Aberdeen and Aberdeenshire	1123	72	1195	2890	250	3140
Ayrshire	2905	0	2905	5489	0	5489
Borders	350	0	350	1200	0	1200
Dumfries & Galloway	605	0	605	1278	0	1278
Edinburgh	2021	182	2203	5889	750	6639
Fife	1683	0	1683	4690	0	4690
Forth Valley	1050	0	1050	2683	0	2683
Glasgow	2826	255	3081	5932	1000	6932
Lanarkshire	4081	0	4081	7919	158	8077
Tayside	1172	0	1172	3082	0	3082
West	2451	0	2451	4814	0	4814
West Lothian	984	0	984	2640	0	2640
Total	**21251**	**509**	**21760**	**48507**	**2158**	**50655**

Source: Further Education Statistics (FES) & 2018-19 Outcome Agreements

Glasgow College Region will address expansion of the Early Years workforce for 2020, and beyond, through its childcare expansion strategy[43]. The strategy sets the following high-level aims:

- *To increase the volume, range and flexibility of college learning opportunities, the region will: increase capacity of college delivery and expand conventional full-time delivery, evening part-time delivery, day release HNC provision, SVQs Levels 2-4, Modern Apprenticeships and PDA provision; develop more online/blended learning approaches, with the regional development of further online resources benefitting all three colleges; and provide accelerated routes and staggered intakes across the calendar year. They will also design bespoke courses to accelerate learners' paths through the NC/HNC levels.*

- *To align college training delivery to local authority childcare provision, the region will: ensure college representation and participation in local childcare consortia governance structures; and co-locate delivery with childcare providers across the City Region. They will seek to replicate the partnership work with the Blairtummock Childcare Centre of Excellence in other areas of*

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[43] Glasgow College Region - Building our Dynamic Early Years Profession

the city so that more students and local residents can benefit from these training opportunities.

- *To strengthen vocational pathways from school and other employment, the region will: develop, promote and deliver routes into childcare within the Senior Phase and expand the FA offer; tackle gender imbalances by building on the success of programmes to get more men into childcare; and develop, promote and deliver routes into childcare from the workplace through programmes such as the 'Career Changers' initiative.*

Sustainable and innovative college regions

Financial sustainability

As reported in the *Scotland's Colleges 2018*[44] report, prepared by Audit Scotland, the college sector's underlying financial position improved in 2016-17. Scotland's 20 incorporated colleges reported an overall underlying financial surplus for 2016-17 of £0.3 million. Across the college sector, the cash held by colleges increased by 13% in 2016-17 and the net value of their assets – such as land and property, compared against financial liabilities such as pension costs – grew by 10%.

However, despite these sector-wide increases several institutions are facing financial challenges. SFC is continuing to monitor closely the financial health of colleges using a combination of financial returns and regular interactions by the SFC finance and outcome agreement teams. This provides an early indication of any financial challenges facing particular colleges. A *summary financial position* of the college sector following analysis of 2016-17 annual accounts is available on the SFC website[45].

Carbon management

Annual reporting on climate change became mandatory for public bodies (including colleges) in 2016. SFC supports work to further reduce the carbon footprint of the sector by helping colleges develop their own carbon management plans, setting projected targets and through capital funding. We will review regional targets for 2018-19 onwards to gauge whether, at the regional and sectoral level, these are sufficiently ambitious.

College regions submitted climate change reports in 2017. An analysis of these reports shows that the college sector footprint reduced by 10% in AY 2016-17. Figure 22 shows the footprint across each of the college regions. All regions continue to innovate to reduce their carbon emissions and become more sustainable. This is reflected in the sectoral ambition to reduce carbon emissions by 12.6% to 43,731 tCO2e in 2018-19.

OA measure 10

Figure 22
Gross carbon footprint of colleges (tCO2e), by region

Region	2015-16	2016-17	2018-19 OA Target[46]
Aberdeen and Aberdeenshire	5443	3951	3778
Ayrshire	2953	2510	2800
Borders	700	617	546
Dumfries & Galloway	1201	1205	1087

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[44] Scotland's Colleges 2018
[45] College 2016-17 Financial Summary
[46] Highlands and Islands could not provide a target for 2018-19 therefore their 2016-17 carbon emissions figure has been used as a proxy target in order to provide a sectoral target for 2018-19.

Edinburgh	6117	5495	5470
Fife	4568	3957	3938
Forth Valley	2126	1938	2220
Glasgow	12787	10888	10146
Highlands & Islands	4487	5573	5573
Lanarkshire	4807	4724	4535
Tayside	3786	3268	3100
West	5384	4859	4785
West Lothian	1258	1063	1326
Total	**55615**	**50048**	**43731**

Source: Keep Scotland Beautiful Statistics (KSB) & 2018-19 Outcome Agreements

In 2017 SFC acted as the *Procuring Authority* with the Scottish Government and the Scottish Futures Trust to support five colleges to access capital stimulus funding deployed through the *Non-Domestic Energy Efficiency Framework*[47]. The programme disbursed £3,724,713 for college retrofit energy efficiency projects.

Dundee and Angus College has introduced plant-based, compostable packaging as part of wider moves to reduce plastic packaging in canteens and increase on-site composting. All compostable packaging and food waste goes into one bin, and is processed in a special 'Rocket' composter. In as little as 14 days this produces high-quality mulch which can be used on the College garden.

Stronger students' associations

The development of strong and effective Students' Associations continued to be a priority for the college sector in 2017-18 building on a clear understanding of what is required to support and nurture Students' Associations (SAs) and their officers and staff. This is underpinned by the guidance contained in the *Framework for the Development of Strong and Effective College Students' Associations in Scotland*[48].

Through the college development project funded by SFC, NUS (Scotland) and Student Partnership in Quality Scotland (sparqs) have actively supported the progress of 19 college SAs by developing bids for additional resources, setting up advisory boards, sharing experience of HR engagement, developing strategic and operational plans, offering election support, reviewing constitutions and offering advice, support and training to officers and staff on day-to-day challenges.

SFC engages with SAs through the outcome agreement process. SFC and NUS are aware that over this last year there has been an increase in the demands placed on

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[47] To accelerate the pace and scale of progress in transforming the energy efficiency of public sector buildings, the Scottish Government, through Scottish Procurement, have put in place a Framework of Non-Domestic Energy Efficiency (NDEE) contractors.
[48] Framework for the Development of Strong and Effective College Students' Associations in Scotland

SAs and their student officers to enhance student engagement in their colleges on key policy areas covered by the outcome agreements. In particular the new Quality Framework, Gender Action Plans, widening access and other equality and diversity requirements.

Given these increased demands, and in line with the commitment made in 2017-18 by the Interim Chief Executive, SFC is working with colleges and with NUS to consider what steps the sector should be taking to ensure the future sustainability, development and impact of all SAs, which will include further guidelines on appropriate levels of funding. The outcome agreement teams will continue to liaise with college SAs and NUS in 2018-19 to monitor ongoing progress and delivery on commitments.

Edinburgh College Students' Association (ECSA) was established during the merger of the Edinburgh colleges in 2012 and, with appropriate financial support from the College, has year-on-year continued to develop a strong and effective representative structure and engage positively with their students.

In 2017-18 they used digital and physical evidence gathering to affect change in student support structures across the College. By gathering statistics, but also seeking to better understand their students' experiences via workshops, they identified key issues and specific barriers from induction on through the learner experience. They then used this evidence to convince the College to intervene and make positive changes in specific areas such as bursaries and additional support for mental health. By introducing both short-term solutions and long-term change the College is more likely to retain those students who would otherwise not have continued on with their course of study.

The NUS Scotland Education Award for 2018 went to ECSA for their evidence-based approach to supporting all students across their College. They were also named The College Students' Association of the Year.

College innovation fund

The Scottish Government provided SFC with £500,000 to establish the *College Innovation Fund* (CIF) in 2017-18. This was intended to establish and explore innovative activity and opportunities within the college sector. Three strands of activity are being supported by the fund:

- *FUTUREquipped Pilot Project* - £307,605 has been allocated from the CIF to support the pilot project. The primary aim of the pilot is to enhance and develop

the co-working of *Innovation Centres*[49] and college regions. Two Innovation Centres, *the Digital Health Institute* (DHI) and the *Construction Scotland Innovation Centre* (CSIC), are leading the pilot project, with support from *Data Lab* and the *Innovation Centre for Sensor and Imaging Systems* (CENSIS) where appropriate. The project demonstrates a new approach in teaching skills that meet the demands of the future workforce in the construction and health sectors. Collaborative working between college lecturers, key industry partners and students seeks to ensure that each acquire the benefits of co-working. Thirteen colleges will be active in the pilot project and the future co-development of the programme ensuring that colleges and students get the most interactive and useful programme possible.

- *College Innovation Vouchers* - £92,000 from the CIF is being made available to fund *Innovation Vouchers*[50] in college regions. Proposals are being developed with the guidance of *Interface*[51] and being submitted to the SFC for approval. Innovation Vouchers are still in a pilot phase and SFC will continue to monitor the applications and processes.

- *College Innovation Accelerator Fund* (CIAF) - £100,000 has been provided to colleges (£4,000 per institution) to assist with the development of innovative projects. Within the sector a lack of capacity building has historically been a barrier to the development of work centred around innovation. Colleges will evidence and report on their use of the CIAF through the outcome agreement process.

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[49] The Innovation Centres programme was established in 2012 and is a joint venture between SFC, Scottish Enterprise and Highlands and Islands Enterprise. The aim of Innovation Centres is to support transformational collaboration between universities and businesses so as to enhance innovation and entrepreneurship across Scotland's key economic sectors, create jobs and grow the economy.
[50] Innovation Vouchers encourage new first time partnerships between a company and a university or college. An Innovation Voucher covers academic project costs and is paid directly to the university or college. The company contributes an equal value in cash or in kind (such as staff time, materials or equipment) or a combination of both.
[51] Interface is a central hub connecting organisations from a wide variety of national and international industries to all of Scotland's universities, research institutes and colleges.

Annex 1 – Outcome Agreement Measures

1 (a) * Credits delivered

1 (b)(i) Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24

1 (b)(ii) Volume and Proportion of Credits delivered to full-time learners aged 16-19 and 20-24

1 (c) * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

1 (d) Volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced learners

2 (a) * Number of senior phase age pupils studying vocational qualifications delivered by colleges

2 (b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges

2 (c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision

2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)

3 Volume and proportion of Credits delivered to learners enrolled on STEM courses

4 (a) * Proportion of enrolled students successfully achieving a recognised qualification

4 (b) * Proportion of enrolled SIMD10 students successfully achieving a recognised qualification

4 (c) * Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges

4 (d) * Proportion of enrolled care experienced students successfully achieving a recognised qualification

4 (e) * Proportion of enrolled students full-time FE students aged 16-19 successfully achieving a recognised qualification

5 The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)

6 Number of full-time learners with high quality work place 'experience' as part of their programme of study

7 * The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing

8 * The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

9 SSES Survey – The percentage of students overall, satisfied with their college experience

10 Gross carbon footprint (3 year period)

* Key Priority Measure